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ABSTRACT

The Kentucky Education Reform Act established learning standards that were higher than those of previous educational systems. The main gauge for assessing how well students measure up to these standards is a statewide system that evaluates what students know and can do. In 1991, the Kentucky State Board for Elementary and Secondary Education adopted a set of milestones for incorporation into instruction, measurable by the assessment system. To clarify these goals in response to requests from parents, educators, legislators, and others, the outcomes were restated as academic expectations, using easily understood language. This document contains the recommended, measurable academic expectations for what Kentucky high school graduates must know and be able to do as they exit public schools. Six goals are detailed. Students shall: (1) be able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives; (2) develop their abilities to apply core concepts and principles from all content area subjects as well as practical living studies and vocational studies to what they will encounter throughout their lives; (3) develop their abilities to become self-sufficient individuals; (4) develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service; (5) develop their abilities to think and solve problems in school situations and a variety of life situations; and (6) develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with previous learning and build on past learning to acquire new information through various sources. (BGC)

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Kentucky's Learning Goals and Academic Expectations

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What Kentucky high school graduates should know and be able to do as they exit public schools

PS 024237

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July 1994

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SUMMARY

The Kentucky Education Reform Act establishes significantly higher learning standards for all students than the state's previous educational systems did. The main gauge for showing how well students are measuring up to these standards is a statewide assessment system that evaluates what students know and can do.

In December 1991 the State Board for Elementary and Secondary Education adopted a set of milestones to be incorporated into classroom instruction and curriculum and measured by the assessment system. These original 75 milestones were called valued outcomes.

During the first three years of testing, more than 40 valued outcomes were incorporated into the new assessment system. These outcomes were focused on academic achievement and were linked to the reform act's academically grounded learning goals — Goals 1, 2, 5 and 6. While more than 75 percent of Kentucky's schools recently showed progress toward meeting improvement goals related to the assessment system, some concerns were expressed about the 75 outcomes.

Some parents, legislators, educators and media commentators, for example, said they did not understand the language used to explain the original 75 outcomes. Also, Department of Education officials said they had no plans to measure student performance of Learning Goal 3, aimed at self-sufficiency, and Goal 4, group membership.

Heeding calls for change, Education Commissioner Thomas Boysen recommended in January that the original 75 outcomes be clarified and that the assessment program focus specifically on Goals 1, 2, 5 and 6. In March the state board directed the commissioner to clarify what students are to know and do and to present a list of measurable academic expectations of students' knowledge and performance to replace the original 75 outcomes. The board said it wanted to consider the list as a regulation at its meeting May 3-4.

While the statewide assessment system will not measure student knowledge and performance of Goal 3 and Goal 4, school districts and schools are being encouraged to establish expectations appropriate for their communities. To be successful adults, students will need to grasp the fundamental principles of self-sufficiency and group membership, and these may be best learned in homes, churches and communities.

Clarification Process

Following direction by the state board, the commissioner assigned department staff to:

- clarify the outcomes as academic expectations, using language that will be understood by a broad audience, especially parents and non-educators
- develop expectations that can be measured by the assessment system
- develop expectations consistent with the intentions of the original outcomes.

Between early March and mid-April more than 175 people participated in group discussions or submitted comments in writing or by phone about clarifying the outcomes. These individuals included parents, educators, students, representatives of business and government, the clergy and non-affiliated citizens. Comments were received by critics of reform and advocates of reform.

The following recommended, measurable academic expectations reflect the collective suggestions of participants and are milestones for what Kentucky high school graduates must know and be able to do as they exit public schools.

GOAL 1:
Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.

1.2 Students make sense of the variety of materials they read.

1.3 Students make sense of the various things they observe.

1.4 Students make sense of the various messages to which they listen.

1.5-1.9 Students use mathematical ideas and procedures to communicate, reason, and solve problems.

1.10 Students organize information through development and use of classification rules and systems.

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

1.13 Students make sense of ideas and communicate ideas with the visual arts.

1.14 Students make sense of ideas and communicate ideas with music.

1.15 Students make sense of and communicate ideas with movement.

1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.

GOAL 2:
Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

SCIENCE

2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.

2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.

2.3 Students identify and analyze systems and the ways their components work together or affect each other.

2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.

2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance.

2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.

MATHEMATICS

2.7 Students understand number concepts and use numbers appropriately and accurately.

2.8 Students understand various mathematical procedures and use them appropriately and accurately.

2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.

2.10 Students understand measurement concepts and use measurements appropriately and accurately.

2.11 Students understand mathematical change concepts and use them appropriately and accurately.

2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.

2.13 Students understand and appropriately use statistics and probability.

GOAL 2 (Continued):
Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

SOCIAL STUDIES

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

2.21 (Incorporated into 2.16)

ARTS AND HUMANITIES

2.22 Students create works of art and make presentations to convey a point of view.

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

2.27 Students recognize and understand the similarities and differences among languages.

2.28 Students understand and communicate in a second language.

GOAL 2 (Continued):
Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

PRACTICAL LIVING

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

2.30 Students evaluate consumer products and services and make effective consumer decisions.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

2.34 Students perform physical movement skills effectively in a variety of settings.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout their lives.

VOCATIONAL STUDIES

2.36 Students use strategies for choosing and preparing for a career.

2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.

2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.

GOAL 3: *
Students shall develop their abilities to become self-sufficient individuals.

GOAL 4: *
Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.

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* Note: Goals 3 and 4 are included in Kentucky statute as learning goals, but they are not included in the state's academic assessment program.

GOAL 5:
Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.

5.3 Students organize information to develop or change their understanding of a concept.

5.4 Students use a decision-making process to make informed decisions among options.

5.5 Students use problem-solving processes to develop solutions to relatively complex problems.

GOAL 6:

Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

6.1 Students connect knowledge and experiences from different subject areas.

6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.

6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.

EDUCATION, ARTS AND HUMANITIES CABINET

DEPARTMENT OF EDUCATION

BUREAU OF LEARNING RESULTS SERVICES

(Proposed Administrative Regulation)

703 KAR 4:060. Academic Expectations.

RELATES TO: KRS 158.645, 158.6451, 158.6453, and 158.6455.

STATUTORY AUTHORITY: KRS 156.070, 158.6455

NECESSITY AND FUNCTION: KRS 158.6455 gives the State Board for Elementary and Secondary Education the authority to promulgate administrative regulations to establish a system of determining successful schools and a system of rewards and sanctions for certified staff in schools and school districts. Successful schools must be defined in terms of student achievement of the goals set forth in KRS 158.6451, and with reference to the statewide assessment program set forth in KRS 158.6453. This administrative regulation clarifies the academic expectations which may be addressed by the statewide assessment program administered pursuant to KRS 158.6453.

Section 1. The "Academic Expectations," dated May, 1994, for the statewide assessment program are hereby adopted and incorporated by reference, and may be inspected and copied at the Department of Education, Office of Curriculum, Assessment, and

Accountability, 19th Floor, Capital Plaza Tower, 500 Mero Street, Frankfort, Kentucky, Monday through Friday, 8:00 a.m. through 4:30 p.m.

This is to certify that the chief state school officer has reviewed and recommended this administrative regulation prior to its adoption by the State Board for Elementary and Secondary Education, as required by KRS 156.070(4).

(Date) Thomas C. Boysen
Commissioner of Education

(Date) Joseph W. Kelly
Chairman
State Board for Elementary and
Secondary Education

(Date) APPROVED AS TO FORM

PUBLIC HEARING: A public hearing on this administrative regulation shall be held on June 29, 1994, at 10:00 a.m. in the State Board Room, First Floor, Capital Plaza Tower, Frankfort, Kentucky. Individuals interested in being heard at this meeting shall notify this agency in writing by June 24, 1994, five days prior to the hearing, of their intent to attend. If no notification of intent to attend the hearing is received by that

date, the hearing may be cancelled. This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made. If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to Mr. Kevin M. Noland, General Counsel, Department of Education, First Floor, Capital Plaza Tower, 500 Mero Street, Frankfort, Kentucky 40601.

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